

Evaluating Virginia's 21st CCLC Programs

March 4, 2008

Judy Faris, Ed.D.

**Senior Research Associate
Center for Research in Educational Policy
The University of Memphis**




The 2006-2007 State Evaluation

- 92 grantees operated 133 centers.
- Data:
 - Annual Local Evaluation Report Template (ALERT)
 - PPICS
 - SOL scores in Reading/Language Arts and Mathematics



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Annual Evaluation Report Template

School Name: A. P. Hill Elementary School Observer Name: Grantee Name Here

City: Petersburg Observation Date: * (MMM dd, yyyy)

State: VA

Today's Date: Apr 27, 2007

Executive Summary (500 words maximum) (Note: Your responses will be listed verbatim in the report.)

1. Please summarize the center's program, including objectives, activities, key results, conclusions and recommendations.

Objectives, Activities, Data Sources, and Results

OBJECTIVES:

1. Which of the following objectives did your program address (Check all that apply.)

<input type="checkbox"/> Improve student academic achievement (state mandated)	<input type="checkbox"/> Improve student behavior	<input type="checkbox"/> Provide parent education (state mandated)	<input type="checkbox"/> Provide enrichment opportunities	<input type="checkbox"/> Improve community partnerships
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Improve student academic achievement sub-objectives:

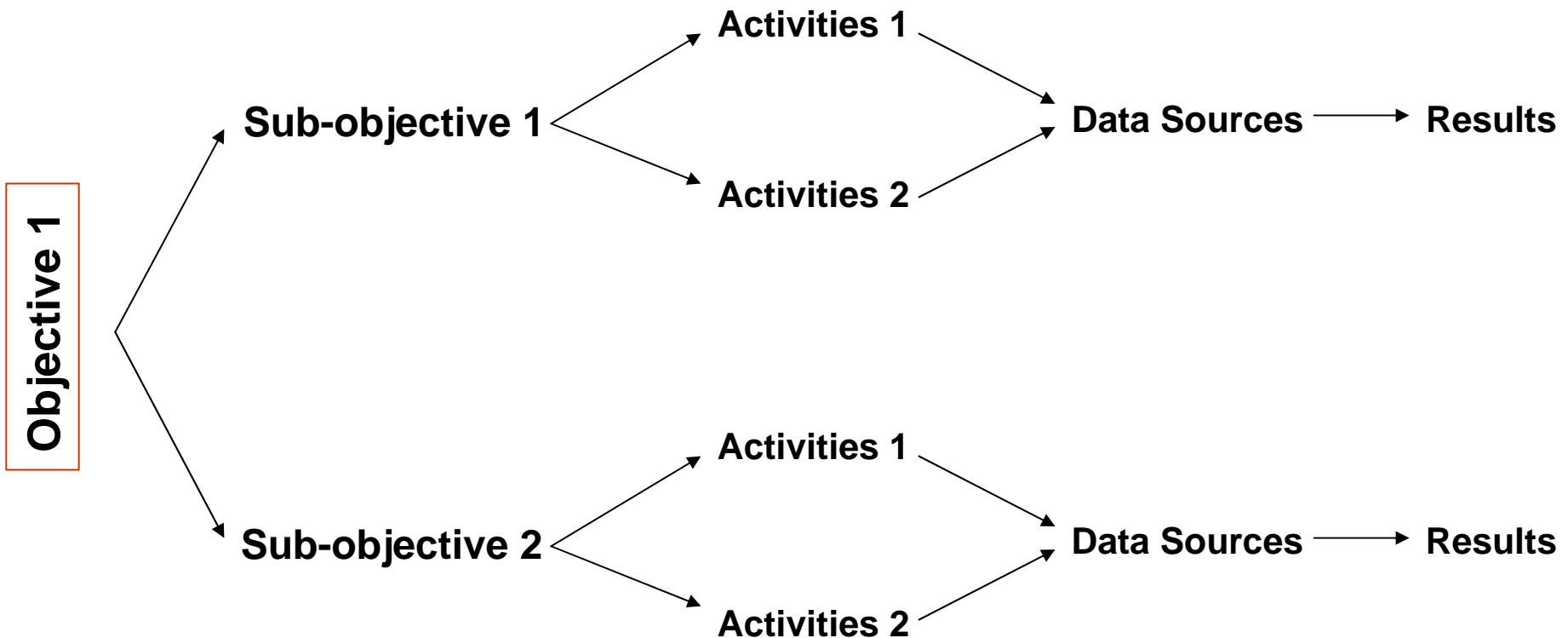
1. If you selected Improve student academic achievement please indicate the sub-objective(s) you selected for your center's program:

<input type="checkbox"/> Improve performance on SOL Math assessment	<input type="checkbox"/> Improve performance on SOL Reading/Language Arts assessment	<input type="checkbox"/> Reduce grade retention	<input type="checkbox"/> Improve grades in core subject areas	<input type="checkbox"/> Other
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Other sub-objective for Improve student academic achievement: (Note: Your responses will be listed verbatim in the report.)

1. If you selected Other for Improve student academic achievement sub-objectives please detail:

The Evaluation Template Sequence



Benefits of On-line Reporting for Grantees

- Consistent reporting
- Improved accountability
- Greater identification of:
 - What is effective
 - Needs for improvement
 - Program impact



Evaluation Questions

1. What is the nature of the Virginia 21st CCLC programs?
2. What is the level of participation by students?
3. To what degree did centers meet their objectives?

Evaluation Questions

4. Are there relationships between attendance, number of activities, hours of operation, and improvement in student behavior and academic achievement?



Question #1: Nature of Programs

- 72% of centers open 6 - 20 hours/week
- Paid staff - school-day teachers (61% vs. 46% national avg.)
- Volunteers
 - High school and college students (43%)
 - Parents (21%)
 - Community members (17%)

Question #2: Student Participation

- Enrollment greater for elementary students (71.8%)
- Regular attendance greater for elementary students (76.9%)
- Poverty-level students (56.5% in 21st CCLC; 33.5% in schools statewide)
- Limited English Proficient (9.2%)
- Special needs (8.4%)

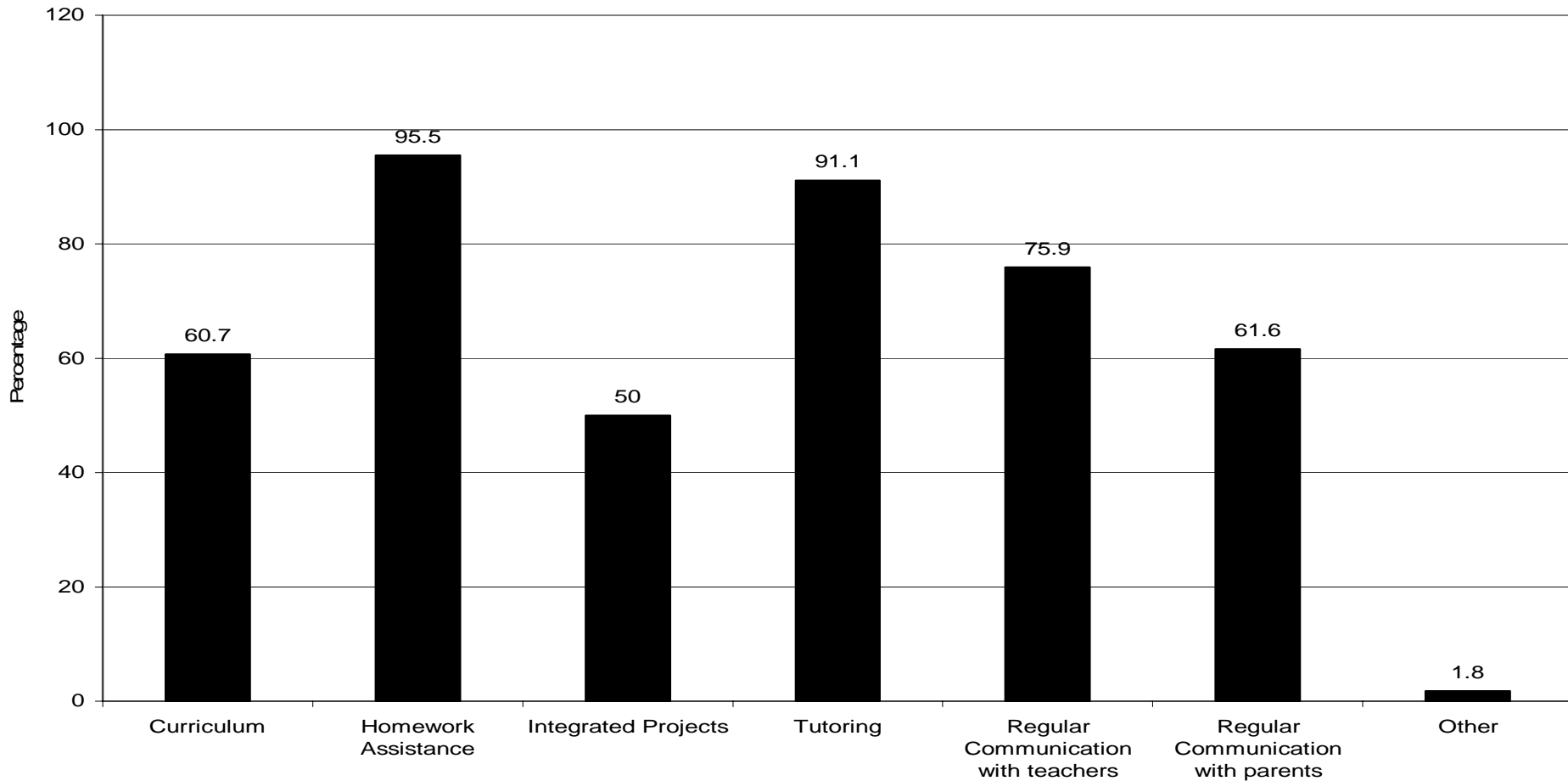


Question #3: The Objectives

- Increase student academic achievement (97% of centers)
- Provide parent education (84%)
- Improve student behavior (68%)
- Provide enrichment activities (93%)
- Improve partnerships (58%)



Activities Utilized for Improving Achievement



Increase Reading/Language Arts Achievement

- Grades 4 – 8 SOL scores examined (2005-06; 2006-07)
- Students divided into 4 attendance groups (0, 30 to 50, 51 to 70, 71+ days)
- Significant improvement for 71+ group
- Significant improvement was associated with a staff of more certified teachers, more hours open, and more activities.



Increase Reading/Language Arts Achievement

- Improvement in report card grades (97.1% of centers)
- Lower retention rates among regular participants (69.4%)



Increase Mathematics Achievement

- SOL scores examined for same groups
- Significant improvement found in 30-50 and 71+ days groups
- Improvement associated with higher number of certified teachers and number of hours open
- Improvement in Mathematics grades (95.6% of centers)

Reading/Language Arts Proficiency Scores

- Two groups studied (0 and 30+ days)
- Regular attendees showed
 - More gains in reading/language arts proficient scores in 2006-07 than control group
 - Control (53% to 69%)
 - Regular attendees (45% to 68%)



Mathematics Proficiency Scores

- Same two groups studied
- Significantly higher proportion of proficient scores among regular attendees in 2006-07
- Control group (43% to 61%)
- Regular attendees (41% to 66%)

Provide Parent Education

- GED classes (31% of centers)
- Computer skills training (42%)
- Parenting skills training (61%)
- Parent-child interaction (84%)
- Career development (12%)

Centers Meeting the Parent Education Objective

- G.E.D. Program attendance (37%)
- Computer instruction (54%)
- Parent training (66%)
- Parent-child activities (72%)
- Career development (33%)



Improve Student Behavior

- PPICS data from classroom teacher survey
- Sub-objectives selected by centers most frequently
 - Improvement of classroom behavior (92%)
 - Satisfactory completion of homework (91%)
- Strategies
 - Social skills training programs (67%)
 - Building positive relationships with teachers (65%)
 - Incentives (65%)
 - Regular communication with parents (62%)
 - Mentoring (56%)



Centers Meeting Objective to Improve Student Behavior

- Classroom behavior (72%)
- Satisfactory homework completion (72%)
- Classroom participation (72%)
- Class attendance (74%)
- Motivation to learn (77%)
- Getting along with others (66%)



Provide Enrichment Activities

- Four areas
 - Fine arts and cultural events (81%)
 - Depth of understanding of academic subjects (78%)
 - Health awareness and physical education (81%)
 - Prevention of risky behaviors (38%)
- Activities
 - Art, music, community presentations, field trips, hands-on projects



Centers Meeting Objective to Provide Enrichment Activities

- Exposure to fine arts and cultural events (99%)
- Increase depth of understanding (95%)
- Increase health awareness and physical education (89%)
- Programs to prevent drug use and violence (90%)



Improve Partnerships

- Sub-objectives selected
 - Increase partners (84%)
 - Increase partners' activities (63%)
 - Improve communication (63%)
 - Improve partners' commitment to program sustainability (63%)
- Activities - Increased phone communication, meetings, creation of advisory boards, newsletters, invitations to attend events

Centers Meeting Partnership Objectives

- Increase number of partners (75%)
- Increase partners' activities (71%)
- Improve communication (69%)
- Obtain commitments beyond the grant period (74%)

Recommendations

- Obtain training for staff.
- Explore strategies for increasing student attendance and tracking participation.
- Find better ways to attract adults.
- Initiate more academically-focused enrichment activities.



Recommendations

- Conduct more individualized assessments of students.
- Develop more partners and higher visibility in the community.



Plans for Next Year

- Report 100% participation in meeting state-mandated objectives.
- Determine in advance how data will be collected.
- Use this year's report as a guide in planning for next year.
- Enter responses to ALERT items in multiple sessions, as convenient.

The End

Your comments and questions?

